DOCUMENT RESUME

ED 266 837 JC 860 129

AUTHOR	Allen, Tom, Ed.
TITLE	Oglala Lakota College: 1984-1985 Annual Report.
INSTITUTION	Oglala Lakota Coll., Kyle, SD.
PUB DATE	[85]
NOTE	34p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*American Indian Education; American Indian Reservations; *American Indians; American Indian Studies; Annual Reports; College Programs; Colleges; Educational Finance; Enrollment Trends; Higher Education; *School Community Relationship; *Student Characteristics
IDENTIFIERS	*Oglala Sioux (Tribe)

ABSTRACT

This annual report provides a summary of the activities and accomplishments of Oglala Lakota College (OLC) during the 1984-1985 academic year. Introductory material includes a statement by John Steele, chairman of the Board of Trustees, stressing examples of the college's work with the Oglala Sioux Tribe for the economic and community development of the Lakota people. Information on the structure and members of the Board of Trustees is given, followed by the President's report, which offers a brief overview of OLC's 15-year history and stresses the achievements of the 1984-85 year. The next sections of the report include a statement of OLC's mission and purposes in tribal, cultural, and occupational areas; an organization chart; information on the characteristics of the college's 96 staff members; a staff list; and a list of the members of the President's Council. The report then provides data on OLC's fiscal situation, covering revenue by source and operating budget by division. Characteristics of the student population are summarized next, with data indicating that the typical OLC student in spring 1985 was American Indian, female, between 20 and 24 years of age, attending part-time, and a high school graduate. Information on the 1985 graduating class is presented next, including results of a follow-up survey. After noting highlights of 1984-85 for the different divisions, programs, and department of OLC, the report provides brief descriptions of "firsts" for the college that took place during the year. The final sections review plans for 1985-86, and provide information on the Pine Ridge Reservation and the Oglala Sioux people. (LAL)

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1984-1985 Annual Report

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Oglala Lakota College

JC 860 129

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Annual Report
1984-1985

Illustrations by Robert Penn

Edited by Tom Allen

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Dedication

This report is dedicated to the Oglala Lakota people who are the descendants of Crazy Horse, Red Cloud, Young Man Afraid of His Horses, American Horse, Little Wound and other illustrious leaders and who strive today to maintain Tribal identity and the Lakol wicoh'an (traditional way of life) and at the same time learn the skills of the modern world so they can make a better life for their children and their children's children.

Generosity — 100% of the Board members give to the endowment; staff are always willing to help students when asked.

Fortitude — Despite budget and salary cuts staff endured the hardships and continued to work for the people.

I again say I am proud to be a Trustee of Oglala Lakota College and on behalf of all the Main Board and Local Board members I exhort staff and students to practice **bravery** in pursuing our goals and **respect** for each other in our striving for the wisdom to help our people.

John Steele, Chairman

I am very glad to have this opportunity to express myself as Chairman of the Board of Trustees of Oglala Lakota College. I and the other trustees are proud to be part of the exciting venture that is Oglala Lakota College. For 15 years now the College has worked toward fulfilling its mission of providing trained human resources for the Oglala Sioux Tribe and preserving and teaching the Lakota culture. During the last couple of years the College has gotten into other areas of their mission in a bigger way: to provide support to Tribal, District and Community development. The Tribal 5 Year Plan. The Transportation Study. The Building Better Boards project. The Tribal Council Workshops. The Entrepreneurship project. The Tatanka Iyacin Conference. The Tokatakiya Institute. These are all examples of the College and the Tribe working together for the community and economic development of the Lakota people.

The theme of the College for 1984-85 was Lakolyake or "in the Lakota way". At the annual retreat in 1984 this theme was carried over into a number of goals for the future:

To integrate the Lakota perspective into all areas of the College.

To provide resources and materials to elementary and secondary schools on Lakota studies.

To work closely with the Tribe in the quest for self-sufficiency.

To work on the development of a Lakota University.

Many things were accomplished this year, but these goals are ongoing areas of work for the College.

Also in the spirit of Lakolyake I have seen Board, staff, and students practice the Lakota virtues in different ways.

Board of Trustees

The Board of Trustees structure set up by the Charter of the College from the Oglala Sioux Tribe makes Oglala Lakota College completely controlled by Oglala Lakota people and truly community based. The writers of the charter saw the need for linkages with the Tribal government so they put the Tribal President and two representatives of the Tribal Council on the Board. They also saw the need to have widespread geographical input from the 5,000 square miles of the reservation which comprise OLC's campus so they put an elected representative from each of the reservation's nine political/geographical districts on the Board.

The Board of Trustees members during the 1984-85 year were as follows:

Representing the Oglala Sioux Tribe:

Tribal President's Representative — Mr. John Steele, Chairman - Vice President, Oglala Sioux Tribe

Tribal Council's Representative — Mrs. Shirley Plume - Tribal Council Member, Wounded Knee District

Tribal HEW Representative — Mr. Terry Weston - Tribal Council Member, Porcupine District.

Elected by the Districts:

Pejuta Haka (Kyle) — Mr. Louis Whirlwind Horse, Secretary - Tribal Business Manager

Pine Ridge Village (Pine Ridge) — Mr. Lloyd Eagle Bull, Vice Chairman - BIA Employment Assistance Officer, Tribal Council Member

Lacreek (Martin) — Mr. Charlie Cummings - Rancher, Student

Pass Creek (Allen) — Mrs. Phoebe Bear Killer - Headstart Teacher

Wounded Knee (Manderson) — Mr. John Her Many Horses - Member, Wounded Knee District School Board

Eagle Nest (Wanblee) — Mr. Jim Red Willow - Former Tribal Council Member

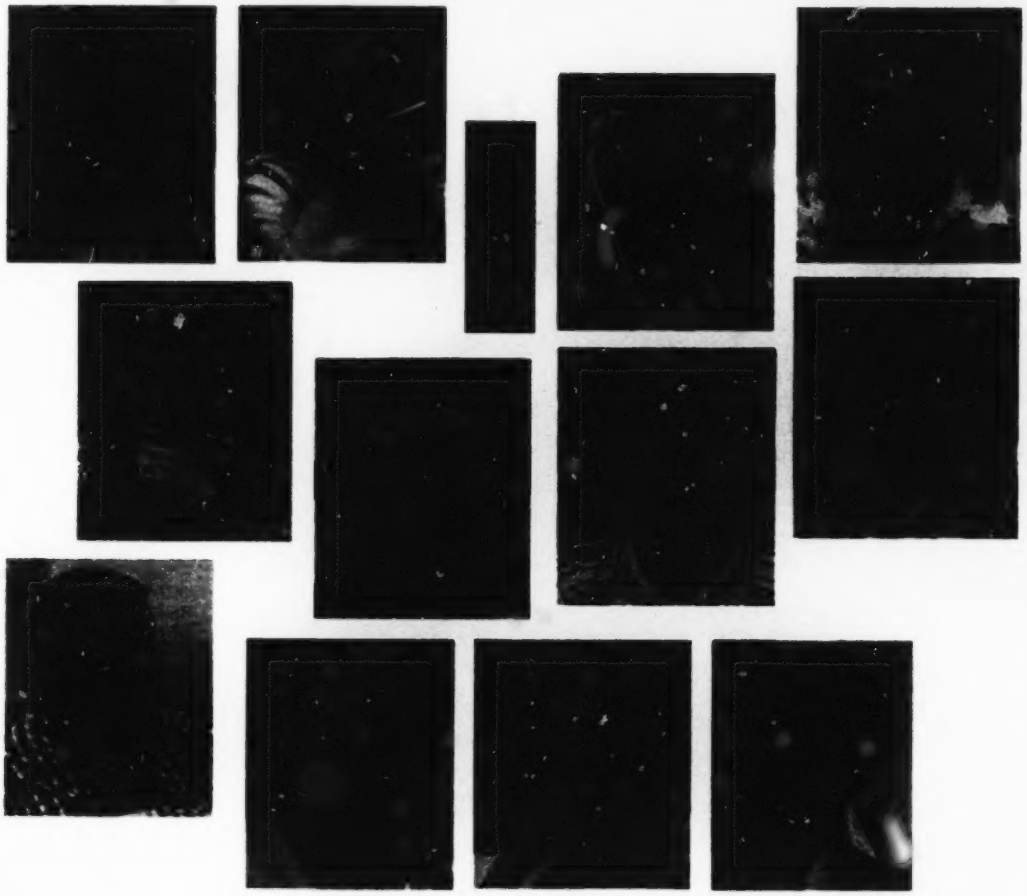
Pahin Sinte (Porcupine) — Mr. Pat Iron Cloud - Businessman

East Wakpamni (Batesland) — Mr. Chuck Conroy, Treasurer - Elementary Principal, Little Wound School

White Clay (Oglala) — Mr. Gordon Weston/Mr. Jim Lone Elk

In order to assure an even stronger community base each District College Center has a Local Board which oversees budgets, recognizes the Student Organization, reviews scholarships, approves courses and screens and recommends personnel. The Local Boards are made up of the Board of Trustees member from that District, three locally elected members and a representative of the Student Organization.

The structure of the Board of Trustees and the District College Center Boards keep the College aware of and responsive to the needs and goals of the Oglala people in all the reservation's communities.



Reading from left to right (top)

John Steele, Shirley Plume, Terry Weston,
Louis Whirlwind Horse, Lloyd Eagle Bull, Charlie Cummings,
Phoebe Bear Killer, John Her Many Horses, Jim Lone Elk,
Pat Iron Cloud, Chuck Conroy, Gordon Weston

President's Report

Oglala Lakota College was chartered by the Oglala Sioux Tribal Council in 1971 as the Lakota Higher Education Center (later changed to Oglala Sioux Community College) to "establish and operate institutions granting post-secondary degrees and certificates...and to generally coordinate and regulate all higher education on the Pine Ridge Reservation."

Since its inception, the College has grown tremendously and offers a diversity of programs including traditional academic coursework, community services, adult and continuing education, occupational or vocational education, and technical assistance or specialized training to tribal programs and communities. The college's philosophy of cultural maintenance flavors program offerings with the Lakota experience. We not only instill pride in our heritage in the Indian students, but also bring about a better understanding of our people among the non-Indian participants.

As of the 1984-85 academic year, the College has graduated 307 students with Associate of Arts Degrees, 9 students with Associate of Applied Science Degrees, 1,261 students with GED Certificates, 139 students with Vocational Certificates and 22 students with Bachelor of Science Degrees. 91% of the degreed graduates are employed and 7% are in school pursuing further education. The majority of the graduates are successfully employed with Tribal, Bureau of Indian Affairs and Indian Health Service programs on the Reservation. These statistics are remarkable when contrasted with the fact that in 1970 only 2% of Oglalas had a college degree and there were about 10 Oglalas working as educational professionals on the Reservation. Today, there are approximately 100 Oglalas working as educational professionals, many of whom are graduates of OLC. The unemployment rate on the Reservation is around 75% compared to the 91% employment rate of OLC graduates.

This report provides a summary of activities and highlights of accomplishments during the 1984-85 academic year. It meets the requirement of the Oglala Sioux Tribal Council for an annual report and also serves as a vehicle for disseminating information about the College to our clientele and other people who may be interested. We welcome all potential students who feel they can benefit from College programs and the coursework and services we provide.

The College began the 1984-85 year with the theme of "Lakolyake" (in the Lakota Way). The entire College community was called upon to review emphasis of the Lakota Culture in program and course development and service delivery. Emphasis upon the theme during the year brought about a revitalization of Lakota pride and spirit among board members, staff and students.

The overall picture for the year was one of continued growth and expansion in programs and service offerings and student enrollments. Increasing demands for program and coursework in times of fiscal constraints made for frustrating times. While enrollments continued to climb, federal cutbacks in funding together with increasing inflationary costs led to some belt tightening activities. The major of which was a reduction of 12 month contracts to 11 month contracts. This resulted in personal sacrifices of 7% salary reductions for affected personnel and saved the College about $80,000.00.

In spite of fiscal constraints, the College continued to progress. The Bachelor of Science Degree in Human Services, which was approved by the North Central Association of Colleges and Schools for the 1984-85 academic year was implemented during the Fall 1984 Semester. This program, which was an expansion of an existing two-year program, graduated its first three students. Another four-year degree, a Bachelor of Science Degree in Business Administration, was developed during the year, approved by North Central and is scheduled to be implemented during the Fall 1985 Semester. This degree is unique in that it contains an emphasis in tribal management, a program long needed and awaited.

Demands for classes in the outlying towns of Gordon, Nebraska, Kadoka and Rapid City, South Dakota continued and the College continued to offer classes in these areas.

Student enrollments continued to climb with a record enrollment of over 800 students occurring during the Spring 1985 Semester. The full-time equivalency (FTE) increased by 16%, from 474 in 1984 to 548 in 1985.

The College continued its close relationships with the Tribal Administration and Council with the initiation of two major projects. A reservation-wide, comprehensive transportation study was coordinated by the College under a contract with the Bureau of

Indian Affairs, which was authorized by the tribe. This study was the first of its kind in Indian country and the results will hopefully lead to significant improvements in reservation transportation. In addition, the study will serve as a model for similar endeavors on other reservations. The College also coordinated the development of a comprehensive long range plan encompassing the entire tribal operations and programs. This project was long overdue and is a major step forward for the tribe toward its goals of self-determination and self-sufficiency. In line with these two projects, the College developed the Tokatakiya Institute, a research and development program to develop a reservation data base, conduct research activities and build and test economic development models to support tribal goals and priorities. This program originated from testimony presented to the Presidential Commission on Reservation Economies by the Oglala Sioux Tribe.

This is a major step toward localizing reservation research and development as the program will act as a vehicle through which research and technical assistance funds from various federal sources can be channeled. Funding to initiate the program has been requested and approved from the Administration of Native Americans. The program will begin during 1985-86.

These were some of the major developments during the year. Other accomplishments are highlighted in subsequent sections of the report.

The theme for the 1985-86 year is Wa Wo Ici Ya which roughly translates into "we can do it ourselves". In line with the theme, the upcoming year will find us looking for means of becoming self-sufficient and self-reliant. We have initiated various private fundraising activities and we will follow through with these during the year. As always, we will continue to strive for overall program improvements through staff and organizational development.

Mission and Purposes

The mission and purposes of the college have been developed from the Oglala Sioux Tribal Ordinance 71-01 which authorized the charter for the college. The ordinance states: "to establish and operate institutions granting post-secondary degrees and certificates, especially that of the associate of arts, and/or enter into agreements with public or private agencies to offer higher education on the reservation, and to generally coordinate and regulate all higher education on the Pine Ridge Reservation."

In carrying out the mission, the Oglala Lakota College Board of Trustees stresses the importance of maintaining the Lakota culture and fostering tribal self-determination. College students need preparation which will enable them to understand the ways of the larger society, as well as the customs and beliefs of the Lakota people. The college, in working toward these ends, has defined as its purposes:

Tribal

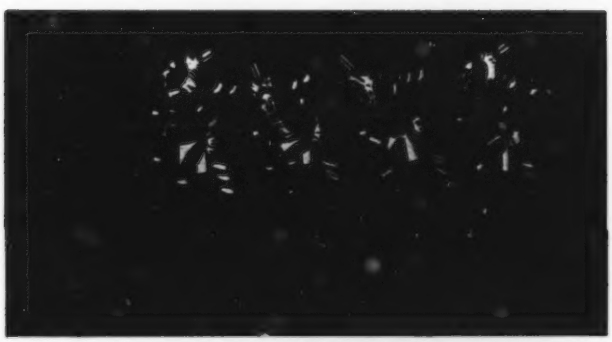
1. To provide the Oglala Sioux, as a sovereign people, with trained human resources and personnel.
2. To assist people in being active, productive members of their communities and of the Oglala Sioux Tribe.

Cultural

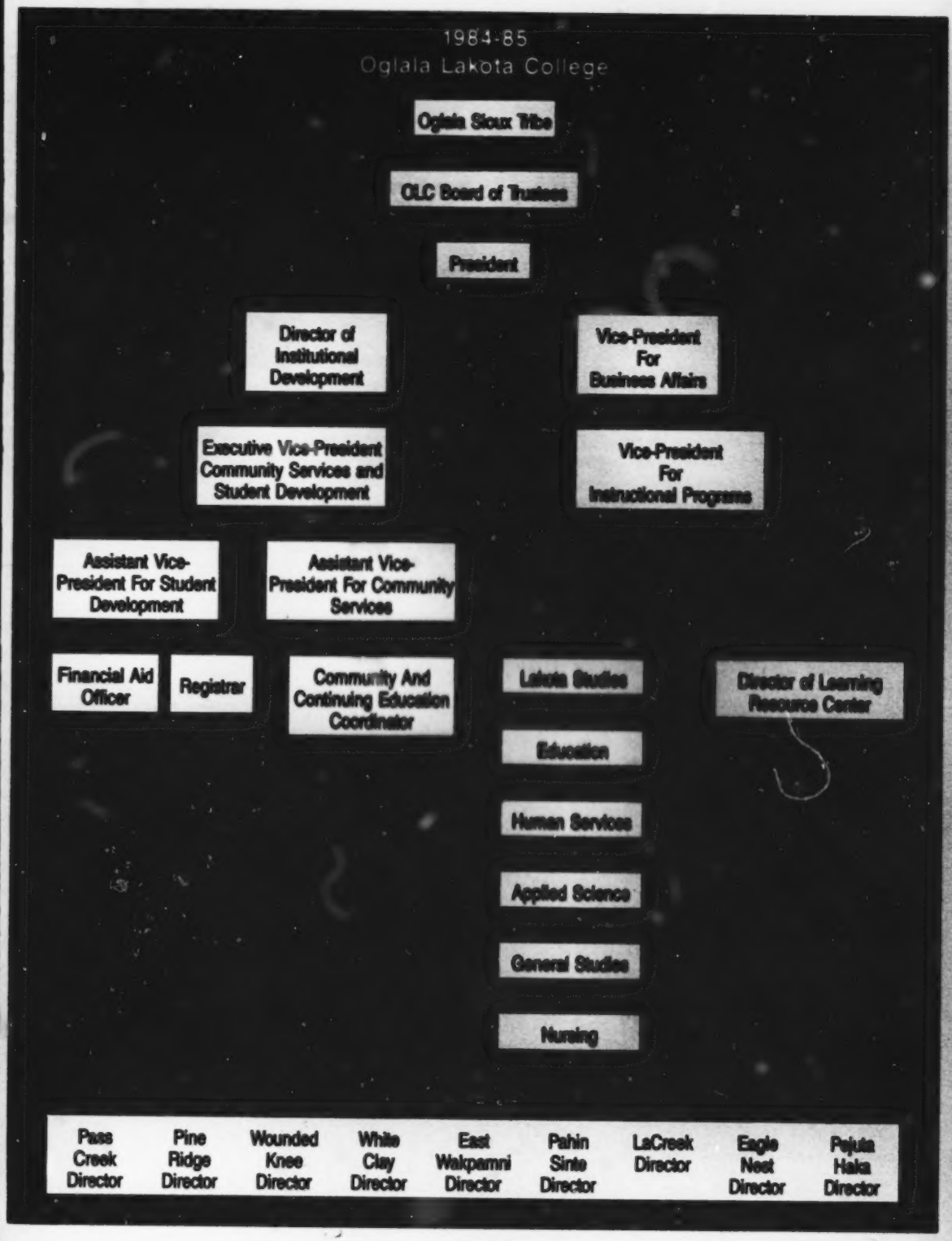
3. To present the Lakota view in teaching within the professional, occupational and community programs.
4. To develop the Lakota culture as an area of study in itself.
5. To research and study the Lakota language, culture and philosophy.

Academic

6. To maintain high academic standards for staff and students.
7. To maintain open enrollments.
8. To be accessible to potential reservation students.
9. To teach students basic skills and human values which will assist them in fulfilling themselves and making a productive living.
10. To work with other institutions and agencies in furthering the interests of the college.
11. To assist with the determination of developmental needs of the reservation districts and communities.
12. To assist the reservation districts and communities in furthering their goals.
13. To provide continuing and community education.
14. To provide a sound, basic education for high school equivalency students.



Organization



Staff

Administratively the College is organized into five main divisions:

- **President's Office** — include Plant Management and Athletic Department
- **Institutional Development** — includes fundraising, public relations, management information and planning
- **Business** — includes fiscal management
- **Instruction** — includes six academic departments and Learning Resource Center
- **Community Services/Student Development** — includes 9 District College Centers, Registrar's Office, Financial Aid, Continuing Education and Adult Basic Education

The organization chart graphically depicts some of the relationships between and within divisions.

The staff of the College increased to ninety-six during 1984-85. The areas of increase were not held open because of budget constraints and redefinition of roles.

The staff remained about the same demographically:

Men	51%	Indian	75%
Women	49%	Non-Indian	25%

The level of education for faculty also remained the same:

Bachelor's	4	14%
Masters	12	43%
Doctorates	9	32%
Other (RN, Master Carpenter, Electrician Certificate)	3	11%
	28	100%

Eleven staff members received their Associate of Arts degrees, three received Bachelor's and one received a Masters. The education level of administrative and support staff is rising steadily.

Staff List

President's Office
PRESIDENT — Elgin Badwound
EXECUTIVE SECRETARY — Walean Herman
RECEPTIONIST — Thelma Good Voice Elk
ATHLETIC DIRECTOR — Richard "Tuffy" Lunderman

PLANT MANAGEMENT
MAINTENANCE — Jim Hunter
MAINTENANCE ASSISTANT — Vincent Fire Thunder
MAINTENANCE ASSISTANT — George O'Rourke

COMMUNITY SERVICES/ STUDENT DEVELOPMENT
EXECUTIVE VICE PRESIDENT — Anthony J. Fresquez
COMMUNITY SERVICES AND STUDENT DEVELOPMENT
EXECUTIVE SECRETARY — Karen Doney
ASSISTANT VICE PRESIDENT FOR COMMUNITY/CONTINUING ED. — Simon Looking Elk
ADULT ED. COORDINATOR — Cordelia Martinez
ASSISTANT VICE PRESIDENT FOR STUDENT DEVELOPMENT — Elaine Beaudreau
REGISTRAR — Floyd Hernandez
ASSISTANT REGISTRAR — Karlene Hunter
ASSISTANT REGISTRAR — Jackie Big Crow
FINANCIAL AID DIRECTOR — Shirley Haas
ASSISTANT FINANCIAL AID DIRECTOR — Archie Hopkins
ASSISTANT FINANCIAL AID DIRECTOR — Karlene Jo White

DISTRICT DIRECTORS
LACREEK — Pearl Bettelyoun
PASS CREEK — Dean Bettelyoun
EAGLE NEST — Nick Janis
PEJUTA HAKA — Lily Mae Red Eagle
PORCUPINE — Duane Locke
WOUNDED KNEE — Gertie Swain
WAKPAMNI — Dorothy Gonzalez
WHITE CLAY — Emory New Holy
PINE RIDGE — Evelyn Eagle Bull

COUNSELORS
ALLEN — Devona Lone Wolf
BATESLAND — Madonna Conroy
KYLE — Ted Standing Soldier
MANDERSON — Rosalie Janis
MARTIN — Arlana Bettelyoun
PORCUPINE — Floyd White Eyes
OGLALA — Donna Red Ear Horse
PINE RIDGE — Emma Gallego
PINE RIDGE — Lynn Ecoffey
WANBLEE — Wesley Hawkins

TUTORS
ALLEN — Warren "Gus" Yellow Hair
BATESLAND — Phinet Red Owl
KYLE — D.J. Bissonette
MANDERSON — Debbie White Plume
MARTIN — Fred Bush
PORCUPINE — Charmaine Weston
OGLALA — Alvin Slow Bear
PINE RIDGE — Joann War Bonnet
WANBLEE — Phyllis Swift Hawk

BUSINESS OFFICE
VICE PRESIDENT FOR BUSINESS AFFAIRS — Mike Graham
BUDGET/SPECIAL PROJECTS ACCOUNTANT — Carmel Cuny
BOOKSTORE MANAGER — Donavon Shangreaux
CHIEF ACCOUNTANT — Beverly Hernandez
STUDENT FUND ACCOUNTANT — Vera Mousseau
PURCHASING/PROPERTY OFFICER — Larry Good Crow
COMPUTER OPERATOR — Levi Mesteth

INSTITUTIONAL DEVELOPMENT
DIRECTOR OF INSTITUTIONAL DEVELOPMENT — Tom Allen
MIS COORDINATOR — Joann White Thunder
DIRECTOR OF MEDIA AND PUBLICATIONS — Tom Casey

INSTRUCTIONAL DEPARTMENT
VICE PRESIDENT FOR INSTRUCTION — Bob Gay
SECRETARY — Jonnie Clifford
SECRETARY — Karlene Janis

APPLIED SCIENCE
DEPARTMENT CHAIRPERSON — Mohamed Salih
PROGRAM ASSISTANT — Rinard Yellow Boy
BUSINESS INSTRUCTOR — Mike Loudner

VOC. ED.
DIRECTOR — Alan Kline
TRAINEE SUPPORT COORDINATOR — Bill Pourier
SECRETARY — Cindy Iron Cloud
COMPUTER INSTRUCTOR — Ebrahim Kazimi
BUSINESS INSTRUCTOR — Bruce Long Fox
ELECTRICAL INSTRUCTOR -- Eldon Steele

MEDIA INSTRUCTOR — Gemma Lockhart
CARPENTRY — Colin Hobson
SECRETARIAL INSTRUCTOR — Irene Meigh
WILDLIFE INSTRUCTOR — Louise Watson

EDUCATION
DEPARTMENT CHAIRPERSON — Jim Johnston
EXECUTIVE SECRETARY — Jeaneane Jumping Eagle
INSTRUCTOR — Tom Raymond

HUMAN SERVICES
HUMAN SERVICES CHAIRPERSON — Dowell Smith
PSYCHOLOGY INSTRUCTOR — Rick Albers
HUMAN SERVICES INSTRUCTOR — Ursula Gaertner
CRIMINAL JUSTICE INSTRUCTOR — Bob Aberle

GENERAL STUDIES
DEPARTMENT CHAIRPERSON — Jeanne Smith
ENGLISH INSTRUCTOR — Adrian Louis
GENERAL STUDIES INSTRUCTOR — Dorothy Black Crow
MATH INSTRUCTOR — Stephen Lonz
CHEMISTRY INSTRUCTOR — Debbie Dunn
BIOLOGY INSTRUCTOR — Carolyn Johnston
GENERAL STUDIES INSTRUCTOR — Greg Gagnon

LAKOTA STUDIES
DEPARTMENT CHAIRPERSON — Pat Lee
INSTRUCTOR — Calvin Jumping Bull
INSTRUCTOR — Karen White Eyes

NURSING
CHAIRPERSON — Joan Nelson
CLINICAL INSTRUCTOR/COUNSELOR — Theda Clarke
NURSING INSTRUCTOR — Herman Schwartz

LIBRARY
DIRECTOR — Marvin Light
AV COORDINATOR — Ron Randall
LAKOTA CURRICULUM/RESOURCE DIRECTOR — Mark Thiel
LIBRARY CLERK — Laurette Pourier
ARCHIVES CLERK — Hildreth Milk

The President's Council

Elgin Badwound, President
Anthony J. Fresquez, Executive Vice President
Mike Graham, Vice President for Business Affairs
Bob Gay, Vice President for Inst. Program
Tom Allen, Director of Inst. Dev.

Fiscal Picture

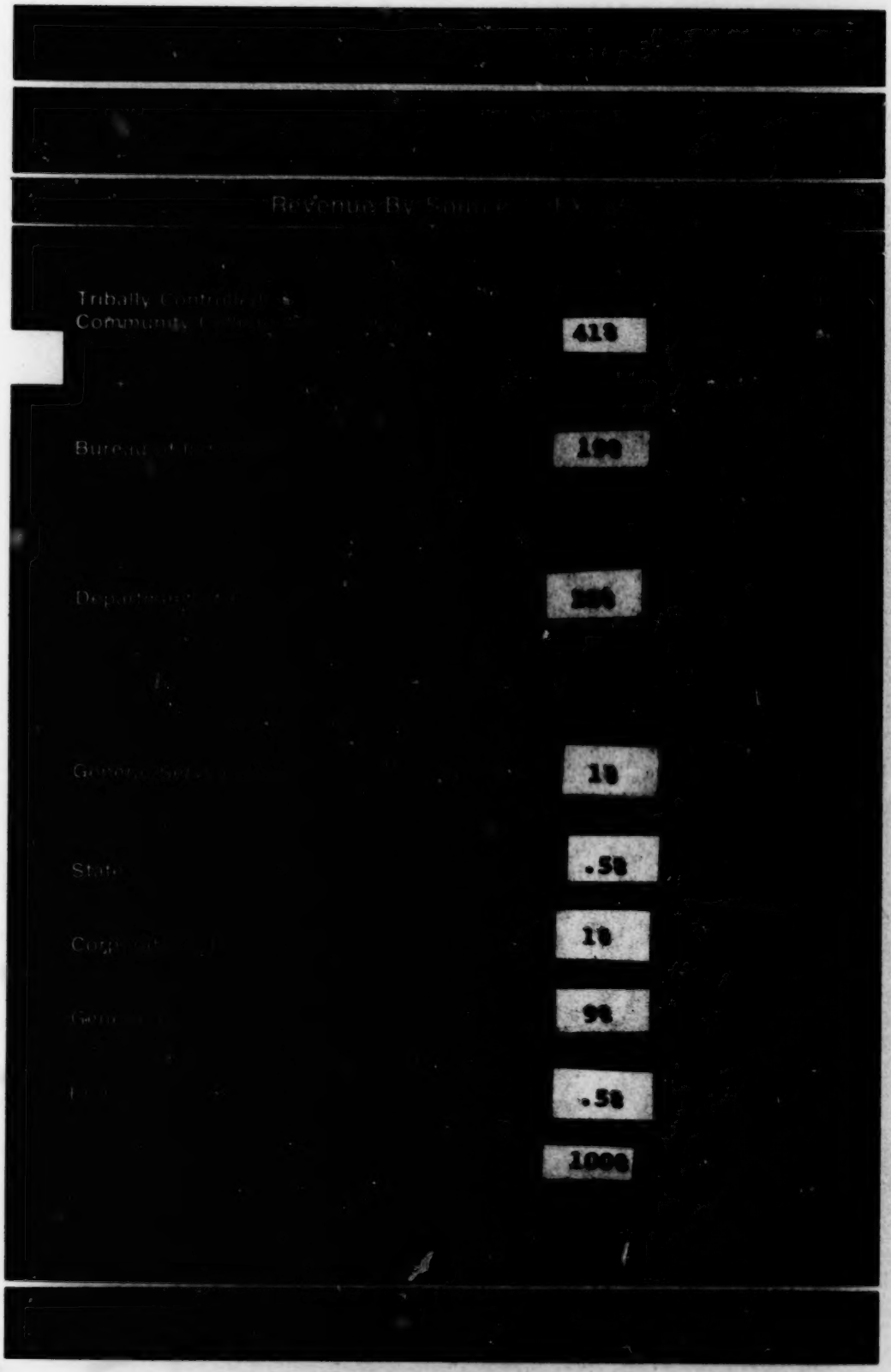
The Fiscal picture at OLC, while better than at many colleges in the country, was not good in terms of the growth of programs and student enrollment. A comparison of Fiscal Year '84 with Fiscal Year '85 shows the following:

	FTE	Total Enrollment	Revenue
FY '84	474	674	$2,729,845
FY '85	548	798	$2,869,032
	+74	+124	+139,187

Although Full time enrollment and Total enrollment increased over 16% the revenue increased only 5%. Increased enrollment meant increased costs for part time instructors, travel and materials. In order to make ends meet the College had to go to 11 month contracts for non-faculty staff, in effect, cutting their salaries by 7.7%.

The only bright spot during 1985 was that our non-federal revenue went from 7.2% in 1984 to 10.5% in 1985. This is still very low but it is a significant increase. The College hopes to increase this even more significantly in 1986.

The following two charts show where the monies come from for the college (Revenue by Source) and where the college budgets the money (Operating Budget by Division).


Revenue By Source
Tribally Controlled &
Community
Bureau
Department
Gaming
State
Congressional
Gen
Loc
41%
19%
28%
1%
.5%
1%
9%
.5%
100%

Operating Budget by Division — FY

	% of Revenue	Dollar Amount
Instructional (Includes Learning Resource Center)	42%	$1,183,407
Community Services and Student (Includes 9 District Centers, Community and Continuing Education, Registrar, Financial Aid)	31%	884,193
Fiscal Office (Includes Bookstore, Interest costs and prior obligations)	11%	303,541
President's Office (Includes Plant Management and Athletic Department)	12%	340,416
Institutional Development (includes Media & Publications)	4%	129,757
Total	**100%**	**$2,841,314**

One major impact on the budget this year was the Bureau of Indian Affairs new method of allocating Indirect Cost (or contract support) funds. Although the College had an approved rate of 21.5% the Bureau funded the College at about 10% resulting in a loss of over $54,000. This came at the end of the fiscal year and caused havoc with the budget.

Another key problem with the budget is that the Tribal Community College Act funding for basic operations has gone from $3,100 per FTE in 1981 to $2,462 in 1985. In effect this resulted in a loss of over $300,000 in revenue for 1985. This is the main reason for the College having to cut salaries and operate on bare bones budgets despite major increases in students and additions of badly needed academic programs. A National Institute of Education study of financing for higher education shows that only four states give less than $2,462 per FTE in basic support of their colleges, that the average in the U.S. is $3,467 and that the support jumped 11.1% from 1984 to 1985 (rather than go down 2% as Tribal College funding did).

Students

While many college enrollments nationwide were dropping, OLC's enrollment again went up dramatically for the fifth year in a row. The College became part of South Dakota's higher education reporting system and found it was the 10th largest college in South Dakota (out of 20 schools).

A comparison of 1983-84 with 1984-85 looks like this:

	Fall '83	Fall '84	Change	Spr. '84	Spr. '85	Change
Total Enrollment	640	752	+112 (18%)	708	843	+135 (19%)
FTE	473	514	+41 (9%)	474	582	+108 (23%)
Credits Taken	5672	6172	+500 (9%)	5686	6979	+1293 (23%)

The most significant figure is the 23% jump in Full Time Enrollment. A trend has been developing over the past few years where there are more full time students and students take more courses.

An interesting statistic that came from the College's computerized Student Information System is that over the three semesters since Spring 1984 the number of different people who took courses was **1439**. Another interesting number is that 38% of the student body during those three semesters were GED recipients rather than high school graduates. Also 46% of OLC's students are over 30 years of age.

The typical OLC student during the Spring 1985 semester was:

Indian	88%
Female	65%
Between	20-24-25%
Part Time	66%
High School Graduate	62%

This typical student shows how different Oglala Lakota College is from most other colleges in the country. The College is bringing higher education to people who have been pushed out of the educational system or excluded by cultural barriers, prejudice or isolation. The College is truly "the only game in town" for the Oglala people and the main vehicle for Tribal and individual resurgence.

Meet a few of our students, former students and graduates:

Mr. Driving Eagle — Left school in the third grade to help out at home. He received his GED in 1984 and is now taking college classes. He is 73 years old.

Miss Martez — Graduated high school when she was 15 years old. She attended the College for one year and is now pursuing an engineering degree at another school.

Ms. Red Deer — Is a single parent of two who works as a teacher aide at a local school. She is taking evening classes so she can some day become a certified teacher.

Mr. Blue Cloud — Is a handicapped man thirty years old who is attending OLC to give him a better chance in an already tight job market.

Mrs. Guerue — Is a 47 year old divorced woman with two children at home. She is pursuing a Human Services degree and hopes to be a counselor or social service worker.

Mrs. Blue Bear — Is a 28 year old mother of three pre-school children. She lives with her husband in a very isolated area in a wood house without running water. She is interested in getting her basic courses at OLC and pursuing a Bachelor's in Geology at another college.

Mrs. Gray — Is a woman who received her Bachelor's degree from the College at 60 years old and went on to get her Masters. She was a teacher aid for 10 years and is now a teacher.

Mr. Stone — Received his AA in Business from the College and then went off to get his Bachelor's from another college. He recently took a job with the BIA in Washington D.C. to work on self-determination.

And there are over 1,700 others whose stories are much the same. Who are becoming or have become self-sufficient through attending Oglala Lakota College.

Graduates

The graduating class of 1985 was the second largest ever at OLC with the largest number of Bachelor's in Elementary Education graduates ever at 8. There were also the first three Bachelor's degree graduates in Human Services. This is quite remarkable since the degree was only approved by the North Central Association in 1984. Also the first nine Associate of Applied Science degrees were awarded by the new Vocational Education program.

The graduates, their degree areas and information about them is combined in the 1985 Graduates Chart. This year gives OLC the following totals of graduates:

Bachelors	22
Associate of Arts	307
Associate of Applied Science	9
Certificates (vocational)	139
High School Equivalency (GED)	1,261

The follow up survey of graduates again showed very positive findings. It showed 91% of the College's degree graduates were employed (most on the reservation). This is significant since unemployment on the Pine Ridge Reservation fluctuates between 70 and 80%. Another 7% of graduates are pursuing further education. Some of the most common occupations of graduates are:

Teacher	47	Tutor	5
Nurse	40	U.S. Government	5
Program Director	20	Secretarial	16
Counselor	9		

Bachelor of Science:	Male	Female	Indian	NI	Total
Elementary Services	2	6	8	0	8
Human Services	1	2	3	0	3
Total	3	8	11	0	11
Associate of Arts:					
Education	2	6	8	0	8
General Studies	2	7	9	0	9
Social Services	2	6	8	0	8
Business	3	1	4	0	4
Agriculture	0	1	1	0	1
Total AA	9	21	30	0	30

Associate of Applied Science:	Male	Female	Indian	NI	Total
Business/Computer	0	1	0	1	1
Ag./Range Management	2	2	4	0	4
Business/Secretarial	3	0	3	0	1
Carpentry	1	0	1	0	9
Total	18	32	49	1	50
Certificate					
Law Enforcement	2	1	3	0	3
Total Certificates					3
High School Equivalency: GED	39	59			98

Program Highlights

This section of the Annual Report will cover highlights of 1984-85 from the different divisions, programs and departments of the College. Full reports on any of these areas are available upon request to the division head. Some of the accomplishments are discussed in the section "First for OLC in 1984-85." The theme for 1984-85 was Lakolyake, "in the Lakota way," which was demonstrated strongly by the increased involvement with the Oglala Sioux Tribe in many areas of development.

President's Office

The highlights from this office are discussed in more detail in the "Firsts" section. They include:

* Initiation of the **Kiciyuonihanpi Okolakiciye** peer counseling group for staff.
* Coordination of **Reservation wide Transportation** Study.
* Coordination of **Tribal Five Year Plan** development.
* Securing funding for **Tokatakiya Institute** for reservation research and development.

Instructional Division

* Approval of **Bachelor's in Business Administration** by the North Central Association.
* Approval by the South Dakota Department of Elementary and Secondary Education for **teacher certification** of OLC Elementary Education graduates.
* Contracting with the **Tribal Job Training Partnership Act** program to train Wildlife Managers for the OST Parks Board, Meatcutters for the Tribal beef processing plant and Carpenters to build log homes.
* Funding of **Faculty Development** program by the Bush Foundation to provide research and training money for faculty.
* Renovation of **Lacreek College Center** and **Senior Citizens Center** by carpentry and electrical students of the vocational education program.
* Publishing of **Oglala Wicahpi,** Tribal newspaper by media communications students.
* Participation by OLC Education Department faculty on DESE Committee to **revise state standards for teacher education.**

* Nomination of Title IVB Teacher Training program by Resource Center II as an **exemplary program.**
* Establishing of **Education Advisory Committee** made up of local educators on the reservation.
* Presentations by **3** OLC faculty at S.D. Historical Conference.
* Taking first place in the **student science competition** at the AIHEC conference.
* Sponsorship of **Reservation Language Arts Teachers'** workshops.
* Visit of **Simon Ortiz,** famous Navajo poet and writer.
* Presentation of series of workshops on First Aid, CPR, Teen Pregnancy, Diabetes etc. by Nursing Staff.
* Development of **standard syllabi** for eight Lakota Studies courses.
* Presentation of orientation on the Tribe and Lakota people to the National Parks Services workers at the Badlands National Park.
* Accrediting of **Police Academy** by the Bureau of Indian Affairs.
* Implementation of **Bachelor's in Human Services** and **newly developed courses** in Reservation Organization and Development, Crisis Intervention and Dispute Resolution, Deviance, Social Programs and Social Policy.
* Microfilming of personal letters of **Valentine McGillicuddy,** agent from 1879-1886, by the archives.
* Completion of Visual Identification project to identify 1,000 old photographs of the reservation.
* Gathering of 186 feet of Tribal records including presidential papers, old Tribal program records and Council minutes for the Archives.

Community Services and Student Development

* Participation in BIA **General Assistance** pilot project.
* Completion of Financial Aid audits for 1981-82 and 1982-83.
* Doing Community Input Survey for student input.
* Offering specialized **training course** for OLC Counselors.
* Writing of **Registrar's Handbook** to unify all admissions, registration and other procedures.
* Offering **Career Days** for five reservation high schools.
* Implementing fully the Computerized Student Information System in the Registrar's Office.
* Increasing number of students on Work Study, SEOG and Tribal Higher Education programs. The figures are as follows for all student aid:

	Amount	Recipients
PELL (BEOG)	$396,688	530
BIA Higher Education	119,079	59
College Work Study	24,906	36
Supplemental Education (SEOG)	6,800	36
Crazy Horse Scholarship	400	9
Richtmeyer Scholarship	2,000	5
Arrow Scholarship	300	1
Shannon County Schools	8,517	23
Veterans Administration	27,526	18
Job Training Partnership Act	2,100	2
Vocational Rehabilitation	1,197	2
437 Nursing	270	1

* Presentation of Monthly **Alcohol Awareness Workshops** for Manderson Day School Students by Wounded Knee College Center.
* Set up of **revolving loan fund** for student travel by Lacreek College Center and East Wakpamni College Center.
* Management of student activity scholarship money by Pine Ridge College Center.
* Initiation of Save the Children day care project by Pahin Sinte College Center.
* Offering of classes in **Kadoka** by Eagle Nest College Center.
* Enlarging and clean up of Pass Creek College Center leading to awards as **Most Improved Center.**
* Contracting with Tribal Commodity Program for **Nutrition project** to do seventeen workshops, a poster and coloring book to promote better nutrition young people.
* Implemetation of **Career Occupational Preference Survey** for GED graduates.
* Participation in AACJC/OMBE **Entrepreneurship project** promoting small business on the reservation.
* Offering the following **special projects** for credit:

  Domestic Violence - Sacred Shawl Society and Pine Ridge College Center
  Computer Programming - Little Wound School
  Education Courses - Shannon County Schools
  Counselor Training - Oglala Lakota College
* Presenting Life Coping workshops throughout the reservation on the following topics:

	Workshops	Participants
Job Skills	11	125
Health	26	399
Lakota Culture	10	744
Law and Government	5	37
Consumer Education	12	136

* Finding Out that 545 of our 1,261 **GED graduates** were taking college classes between Spring 1984 and spring 1985.

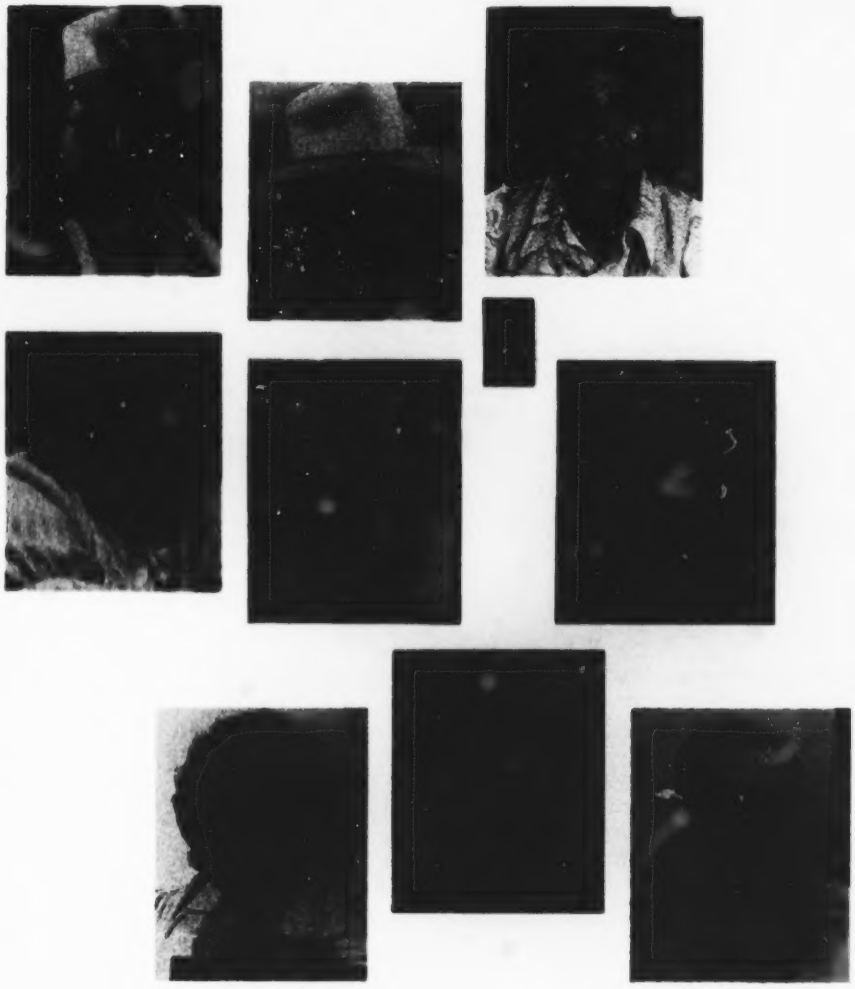
Fiscal Office

* Completion of total Fiscal Office **review.**
* **Reorganization of Fiscal Office** including job descriptions, work schedules, organization chart.
* Developing of **Master Schedule** of work activities and deadlines.
* Setting up of **computerized chart of accounts** and Institutional budget.

Institutional Development

* Updating the College **Long Range Plan.**
* Instituting **Board and staff contributions** procedure for the endowment and issuing first **endowment report.**
* Presentation of draft five year **development plan** to the Board of Trustees.
* Compilation of Graduate survey and follow up statistics.
* Initiating weekly College radio program, "On the Road with OLC," on KILI radio.
* Printing the first OLC Institutional brochure "Visions of a New Era."
* Doing a pilot **direct mail fundraising** campaign using names from the Mystic Warrior mailing list.
* Developing and having approved a set of **Fundraising Policies and Procedures** for OLC.
* Hosting visits by four top level Ford Foundation staffers, two people from the Northwest Area Foundation and four people from the Bush Foundation.

Center Directors



Reading from left to right (top)
Ben "Nick" Janis, Emory New Holy, Gertie Swain
Evelyn Eagle Bull, Lily Mae Red Eagle, Duane Locke
Pearl Bettelyoun, Dorothy Gonzalez, Dean Bettelyoun

Firsts for OLC In 1984-85

* **Tokatakiya Institute** — Funding was obtained from the Administration on Native Americans to establish a research and development institute concentrating on a reservation data base and economic development.
* **B.S. In Human Services** — OLC conferred its first three Bachelor's in Human Services degrees at graduation on June 23, 1985. The North Central Association accredited this degree in 1984.
* **B.S. In Business Administration** — The North Central Association approved OLC's request to offer a Bachelor's degree in Business (with majors in Small Business or Tribal Management). We believe this is the first accredited 4 year Business degree offered on a reservation in the country.
* **Kadoka Classes** — Classes were offered in Kadoka, a reservation border town about 40 miles from Wanblee, at the request of Tribal members living there.
* **Associate of Applied Science** — OLC conferred its first Associate of Applied Science degrees at graduation on June 23, 1984. Degrees were conferred in Carpentry, Agriculture, Computer Science and Secretarial Science.
* **B.S. in Education, State Certification** — On June 18, 1985 the South Dakota Board of Education approved OLC's Elementary Education program. This means graduates are eligible to receive South Dakota teaching certificates. Oglala Lakota College is the first Tribal college in the country to achieve this.
* **Reservation Organization and Development I & II** — In the Fall '84 OLC offered for the first time courses specifically created for and geared to the development of the Pine Ridge Reservation. They are requirements of the Human Services and Business Bachelor's degrees.
* **Lakota Oyate Pta Yela** — The College, through a contract with the Oglala Sioux Tribe and involving the BIA and Public Health Service, assisted the Oglala Sioux Tribe to put together its first comprehensive five year plan. The plan (Lakota People Together) encompasses education, human services, economic development, governance, etc.

* **800 Total Enrollment** — In the Spring 1985 semester OLC broke the 800 mark for the first time with a total enrollment of 843 at the six week count.
* **Day Care Programs** — Through the efforts of two Pahin Sinte College Center students and the local staff and Board, a demonstration in home day care center was set up in Porcupine for the community and college students. Funding was provided by Save the Children Federation.
* **General Assistance Pilot Project** — OLC was part of a 2 college Bureau of Indian Affairs pilot project allowing people on BIA General Assistance to take college classes. Previously the Bureau had stopped General Assistance when people enrolled for classes.
* **Lakolyake Facilities Contest** — In October and November President Badwound initiated a contest among divisions, offices and district centers to show which were the most presentable and demonstrated Lakolyake (the Lakota way) in their facilities.
* **Kiciyuonihanpi Okolakiciye** — President Badwound initiated a group of staff who would be available for peer counseling in any matter that staff requested. The group was selected by all staff.
* **AIHECIAA Women's Basketball Championship** — OLC had previously won the American Indian Higher Education Consortium Intercollegiate Activities Association's Men's Cross Country and Men's Basketball titles. In March, 1985 the Lady Brave Hearts won the Women's basketball title.
* **Tatanka Iyacin Conference** — The College participated in an AACJC/OMBE sponsored project that enabled it to work with business people and students interested in business for the first time on an organized basis. The major event of this project was the Tatanka Iyacin Conference which brought economic development people from other reservations and from all over the world. The First Nations Financial Project and Seventh Generation Fund also assisted with this conference.
* **Tribal Transportation Study** — In cooperation with the Oglala Sioux Tribe and under a contract with the Bureau of Indian Affairs the College conducted a comprehensive study of transportation needs on the Pine Ridge Reservation that will be used as a model for reservation transportation studies throughout the country.

Plans for 1985-86

The Divisional Plans and an update of the OLC Long Range Plan (1982-89) were reviewed by Board of Trustees, Local Boards, staff and students at the Annual Retreat in June. The following are some of the objectives for 1985-86:

- Write up an overall staff development plan and obtain funding.
- Begin self-study process for 1987-88 North Central visit.
- Develop a landscaping plan for Piya Wiconi and implement in June 1986.
- Implement Bookstore Business Plan.
- Establish a Department of Health, Physical Education and Student Activities.
- Improve the evaluation system of full time and part time instructors to assure quality education.
- Encourage and support faculty research. Obtain certification for the Nursing Program by February, 1986.
- Offer new general studies and education courses including Consumer Chemistry, The Human Body, People and the Environment, Health in Education and Computers in Education.

- Design a new Learning Resource Center and expandable District Center facility.
- Publish a Student Handbook.
- Develop a more responsive class scheduling and class rotation system.
- Begin plans for a placement and educational bridge system for students and graduates.
- Implement computerized fiscal management system.
- Offer variety of student activities.
- Increase endowment to 1 million dollars.
- Establish Tokatakiya Institute to better serve the development needs of the Tribe.
- Declare the Lakota language as the official language of the College.

Also, at the Annual Retreat a theme for 1985-86 was agreed upon. The theme is Wa Wo Ici Ya, which roughly translated means "we can do it ourselves". The theme grew out of the Tatanka Iyacin Economic Development Conference in May, 1985.

Three components of the theme are:

Self-Esteem — sense of rightness in our existence as Lakota people.

Self-Reliance — solving problems through our own thought and problem solving processes.

Self-Sufficiency — ability to supply most of our own needs.

Geographic Setting

The College has been one of the major success stories for the Oglala Sioux Tribe and it is a continuing ray of hope for Tribal development and individual striving for self-esteem, self-reliance and self-sufficiency. It is important however to show the setting in which the accomplishments have been made and the vast needs that cry out to be met.

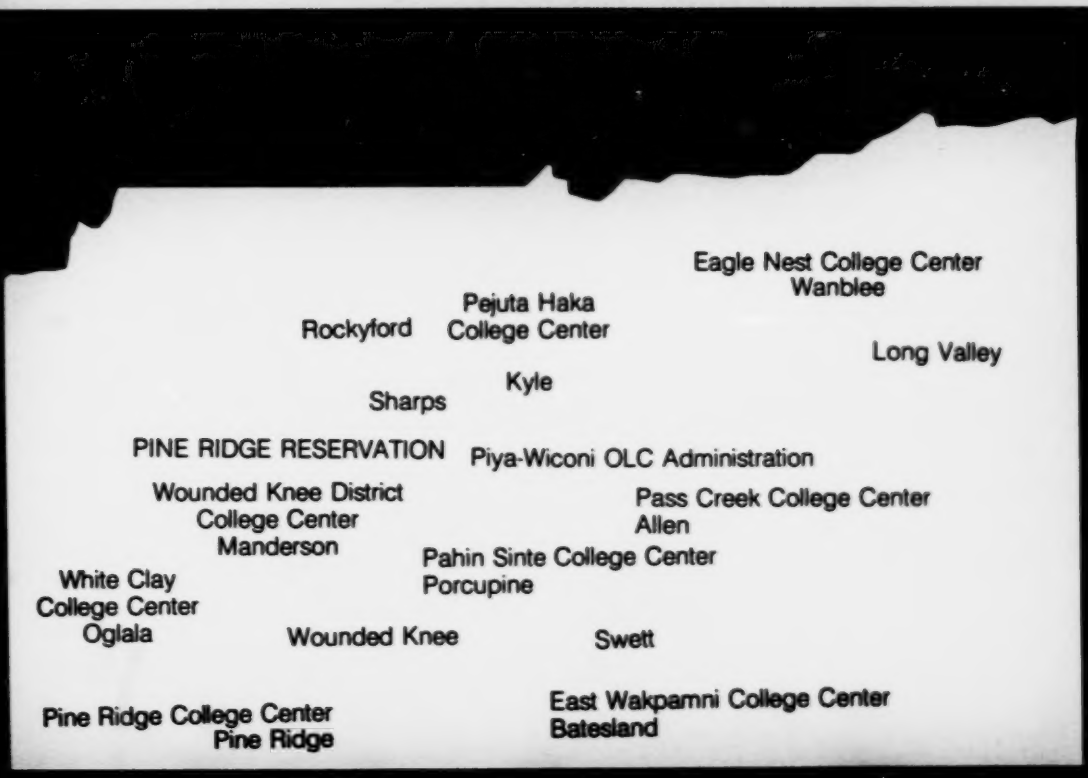
- The reservation is spread out over 5,000 sq. miles of southwestern South Dakota (larger than the State of Delaware)
- Shannon County lowest per capita income in the entire U.S. — $2,637 (U.S. Census 1980)
- Unemployment hovers between 72 and 84% (BIA, 1985)
- Suicide rate is three times the national average. (NIH)
- Lowest life expectancy of any group in America. (NIH)
- Less than 20% have completed high school. (SDDESE, 1978)
- Less than 50% have completed eighth grade. (SDDESE, 1978)
- The dropout rate for Oglalas going off the reservation to college is 80 to 90%.

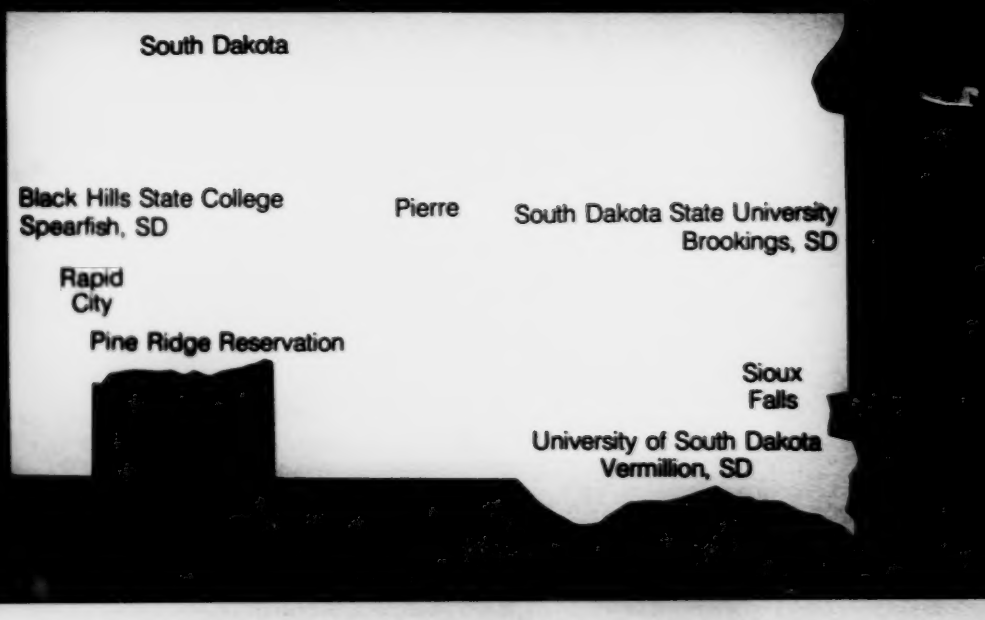
Despite these dark statistics the Oglala Lakota people are overcoming the many obstacles and making progress through the College and other Tribal entities.

Wa Wo Ici Ya — "We can do it ourselves"

South Dakota
Pine Ridge Reservation
75 miles
Districts
Centers
100 miles

32


Eagle Nest College Center
Wanblee
Pejuta Haka
College Center
Rockyford
Long Valley
Kyle
Sharps
PINE RIDGE RESERVATION
Piya-Wiconi OLC Administration
Wounded Knee District
College Center
Manderson
Pass Creek College Center
Allen
Pahin Sinte College Center
Porcupine
White Clay
College Center
Oglala
Wounded Knee
Swett
Pine Ridge College Center
Pine Ridge
East Wakpamni College Center
Batesland


South Dakota
Black Hills State College
Spearfish, SD
Pierre
South Dakota State University
Brookings, SD
Rapid
City
Pine Ridge Reservation
Sioux
Falls
University of South Dakota
Vermillion, SD

ERIC CLEARINGHOUSE
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